






"It's HOW We Do What We Do That Matters": Successfully Integrating Youth Through the Strength of Our Community

MCESA Youth Transition Advisory Council

MYTAC





MCESA
Maricopa County Education Service Agency




Vision
Setting the Standards of Excellence in Educational Innovation, Economic Management, and Executive Leadership with unparalleled competence and levels of service.

Mission
Building alliances that support Innovation and Excellence in Educational Services throughout Maricopa County.

MCESA
Maricopa County Education Service Agency

Juvenile Transitions Initiative



Vision: *Every Youth Can Succeed No Exceptions, with the Proper Conditions and Supports.*

Mission: *Fostering Juvenile Success by Engaging the Community in Building a Collaborative System of Seamless Transition that is Sustainable and Connects Services and Supports in a Manner that Demonstrates Measurable Gains.*

Goals:

1. *Reduce recidivism and re-entry of juveniles into the Juvenile Justice System*
2. *Increase supports and opportunities for youth to reduce factors that lead to future delinquency and/or incarceration.*



MYTAC 3-2-1

List three (3) things you have learned today.

List two (2) things you would like more information on.

List one (1) thing that you will professionally or personally implement in the next 21 days related to transition.

Your Reflections On the MYTAC Learning Journey		
Transition	What are the 3 Elements of Successful Transition?	What is MYTAC's Vision & Mission?
Stage One--Entry	Who Determines Entry into the System?	What is the role of MYTAC in this Stage?
Transition Planning Tools	What is the ECAP?	What is different in the MYTAC/ECAP From ADE?
Stage Two--In Residence	When Does ECAP Planning Begin?	How Can the ECAP be incorporated into my work?
Stage Three--Exit from Residence	How is the ECAP implemented in Stage 3?	What is the Pyramid of Intervention?
Stage Four--Aftercare	How might the ECAP assist a student's successful transition?	Additional thoughts?



Transforming Lives and Re-connecting Youth Through Successful Transition

The Challenge, The Opportunity, The Benefits



CHALLENGE

- Too Many Youth Involved in Juvenile Justice System
- High Drop Out Rate – 30%
- High Cost – Average Incarceration Costs in Arizona is \$50,000 Per Youth Annually
- Lifetime of Lost Opportunities
- Multiple Youth-serving Systems Lack Collaboration and Communication

OPPORTUNITY

- Utilize Evidence-Based Practices Focused on Positive Youth Development
- Promote Educational Success While In, and After Transitioning from Incarceration
- Ensure Successful Affiliation in Four Critical Domains: Education and Career; Home and Family; Hobbies and Recreation; and, Community and Service

BENEFITS

- Fewer Youth Involved In the System
- Respect for Law and Understanding Rights and Responsibilities of Freedom and Civic Engagement
- Success for Youth and Parents
- Cost Savings, Increased Public Safety and Quality of Life for The Community

Transition/Re-entry

WHY TRANSITION?

- Students returning to school after incarceration are highly at risk of dropping out of school.
- Youth achieving educational success are more likely to see the benefits of education, transition away from delinquency and be productive later in life.
- The total economic costs of one youth dropping out of high school for a life of crime and substance abuse ranges from \$4.2 to \$7.2 million*

*Cohen & Piquero "The Monetary Value of Saving a High Risk Youth," Journal of Quantitative Criminology, 2009

WHY TRANSITION?

It is the right thing to do!

"Youth in the justice system are not bad kids: they are broken kids making bad decisions for which there are consequences.

However, our job is to create an environment where they learn hopefulness and earn redemption while gaining knowledge and developing productive skills and abilities for the future."

What is Transition?

"Transition is a coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities."

(Griller-Clark, H. 2006)

Successful transition includes 3 elements:

- It is coordinated.
- It is an outcome-oriented process.
- It promotes successful movement between the facility and the community.

Stages of Transition



A Systemic Approach

Maricopa County Juvenile Population
Ages 8-17

• 549,844

Delinquency Petitions

• 12,112

Detained, Committed and Incarcerated

• 8,343



**Maricopa County
Juvenile Court Statistics - 2010**

Data

"Juveniles Processed in the Arizona Court System", 2010; "Maricopa County Juvenile Probation Department Data Book", 2010

Standard Probation

Conditional freedom granted by the juvenile court to an adjudicated juvenile on the condition of continued good behavior and regular reporting to a probation officer.

No. of prior referrals	State (9,351)	County (4,443)
"0" prior referrals	21.8%	21%
"1-3" prior referrals	46.1%	49.3%
"4-6" prior referrals	19.5%	29.6%
"7 or more" prior	12.5 %	

32% / 29.6% have 4 or more prior referrals.

Data

"Juveniles Processed in the Arizona Court System", 2010; "Maricopa County Juvenile Probation Department Data Book", 2010

Juvenile Intense Probation (JIPS)

JIPS is a sentencing consequence used by the juvenile court judges for those youth who are in need of a higher level of supervision and a structured programming enacted into law in 1987.

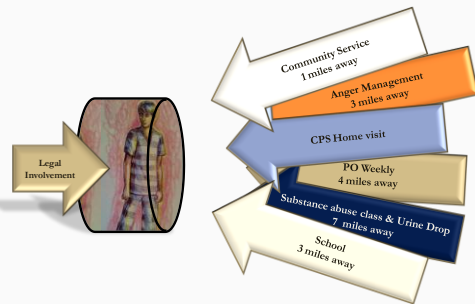
No. of prior referrals	State (1,568)	County (560)
"0" prior referrals	4.53%	2.85%
"1-3" prior referrals	22.76%	18.21%
"4-6" prior referrals	29.52%	78.92%
"7 or more" prior	43.17%	

72.69% / 78.92% have 4 or more prior referrals.

CURRENT SYSTEM



Current System: Fragmentation



Sustainability & Vision

Sustainability is the:	Sustainability requires:
<ul style="list-style-type: none"> ability to maintain a certain process or state at a certain rate or level 	<ul style="list-style-type: none"> Plans and systems
<ul style="list-style-type: none"> ability to continue a defined behavior indefinitely 	<ul style="list-style-type: none"> Requires interdisciplinary actions
	<ul style="list-style-type: none"> Meets the needs of the present without compromising the future

Solution Team: MYTAC Council

Connecting the Dots

Programs and Services	Fiscal Sustainability	Measurable Outcomes



MYTAC Vision

Successfully integrating youth through the strength of our community.

MYTAC Mission

To develop a sustainable program design that connects services for released students in a manner that demonstrates measurable gains.



CONNECTING THE DOTS

School

Four Affiliations

ECAP

Connecting The Dots School



Research Regarding Education:

Graduation from high school has been found to significantly decrease involvement in crime.

(Cernkovich and Giordan, 1992; Massey and Krohn, 1986; Bernberg and Krohn, 2003; and Thaxton and Agnew, 2004)

Data

"Juveniles Processed in the Arizona Court System", 2010

Education Status of 41,040 Juveniles Referred			
Enrolled	23,456	57.15%	
Graduated	217	0.53%	
GED	29	0.07%	
Not Enrolled	1,727	4.21%	Probably unaffiliated
Expelled	97	0.24%	Probably unaffiliated
Suspended	138	0.34%	Probably unaffiliated
Withdrawn	237	0.58%	Probably unaffiliated
Unknown	15,139	36.89%	Probably unaffiliated

42.24% of the referred students are not on their way to graduation and are not affiliated.

Data

"Juveniles Processed in the Arizona Court System", 2010

Education Status of 9,519 Juveniles Detained			
Enrolled	3,259	34.24%	
Graduated	52	0.55%	
GED	18	0.19%	
Not Enrolled	653	6.86%	Probably unaffiliated
Expelled	31	0.33%	Probably unaffiliated
Suspended	57	0.60%	Probably unaffiliated
Withdrawn	102	1.07%	Probably unaffiliated
Unknown	5,347	56.17%	Probably unaffiliated

65.02% of the detained students are not on their way to graduation and are not affiliated.

Longitudinal research shows:

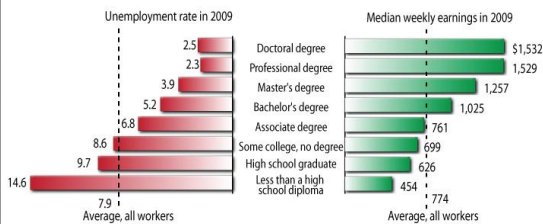
.....Youth who experience higher academic achievement while incarcerated

.....are more likely to **return to school** upon release

.....and if they remain in school, their prospects for employment are increased and their likelihood of **re-arrest drops significantly**.

Blomberg, Thomas G. "Testimony before the U.S. House of Representatives Joint Hearing", 2009. *Juvenile Justice Educational Enhancement Program (JJEPP)*

Education pays



Source: Bureau of Labor Statistics, Current Population Survey

Value of Higher Education

Transition School Checklist

✓	Predispositions for Transition Schools
	Welcoming to transitioning students
	School data demonstrates success with this unique population
	Dedicated staff person to support ECAP implementation and consistency at the school level
	Ability to accommodate transitioning student's curriculum (i.e., install A+ terminal)
	Utilizes active teaching (hybrid model); Frequency of assessment of student progress
	Engages & manages affiliated agencies through ECAP
	Provides Professional Development for staff regarding this unique population
	Accepts open enrollment and flexible school day scheduling
	Provides timely record exchange
	Includes service learning opportunities
	Provides remedial support
	Advanced (NCA) Accredited
	If Charter, in good standing with the Charter Board
	Space available for service providers

Connecting The Dots

Four Affiliations

Four Affiliations



Where Do the Services Belong?

MYTAC Four ECAP Affiliations

Career/ Education
 •Transcripts
 •Post Secondary Training & Education
 •Work Experience

Community/ Service
 •Court Obligations
 •PO Follow up
 •Service affiliation

Hobbies/ Recreation
 •Organized pursuit of interests & affiliation

Home/ Family
 •Food, clothing, shelter, support



Connecting The Dots

ECAP

Education and Career Action Plan (ECAP)

On February 25, 2008 the Arizona State Board of Education approved **E**ducation and **C**areer **A**ction **P**lans for all Arizona students grades 9-12.

“Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona **E**ducation and **C**areer **A**ction **P**lan.” R7-2-302.05

ECAP Defined: An ECAP reflects a student's current plan of coursework, career aspirations, and extended learning opportunities.

Education & Career Action Plan

Student Interest Survey

Career Studies

ECAP ACTION PLAN		
Student Long Term Goals		
Student Short Term Goals		
Action Plan Steps		
What	When	Evidence
Step 1		
Step 2		
Step 3		



Students Set Personal Goals in Four Areas:

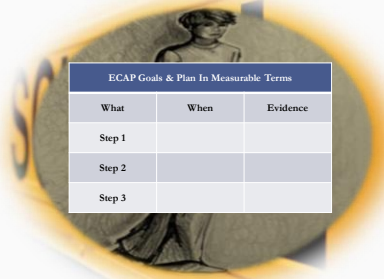
- Education and Career
- Home and Family
- Community and Service
- Hobbies and Recreation

MYTAC Education & Career Action Plan

ADE ECAP & MYTAC ECAP with Affiliations: Comparisons

Current ADE ECAP Requirements	MYTAC Four ECAP Affiliations for Released Juveniles
Academic Career Postsecondary	Career & Education •Transcripts •Post Secondary Training & Education •Work Experience
	Community & Service •Court Obligations •PO Follow up •Service affiliation
Extracurricular	Hobbies & Recreation •Organized pursuit of interests & affiliation
	Home & Family •Food, clothing, shelter, support

School Connection, Affiliations & ECAP

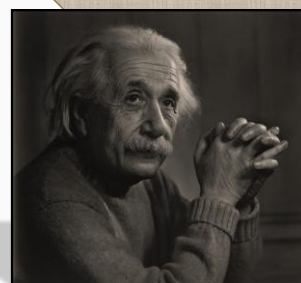
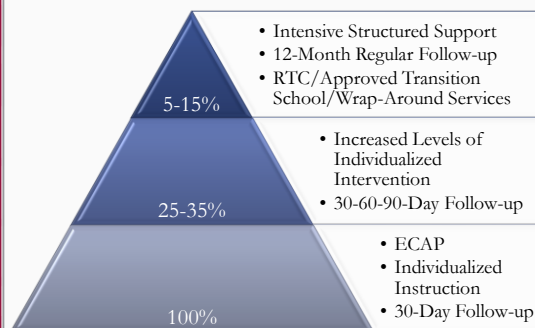


ECAP Goals & Plan in Measurable Terms		
What	When	Evidence
Step 1		
Step 2		
Step 3		

Education and Career Action Plan (ECAP) for Coordination, Outcome-Oriented Focus, and Successful Movement between Agencies			
Stage 1 Entry into Justice System	Stage 2 In Residence	Stage 3 Exit from Incarceration	Stage 4 Aftercare
Functions of the Court System Outside the Scope of the Education Program	<ul style="list-style-type: none"> Diagnostic Academic Assessment Career & Interest Inventory Establishment of ECAP Life Skills Instruction <i>Individual Educational Program of Study</i> Mental Health Services Provided as Appropriate 	<ul style="list-style-type: none"> Approved Transition School Placement Improvement of Skills <i>Earning of Credits</i> Transition to Traditional High School Develop Affiliations with Home & Family; Hobbies & Recreation; Community & Service; Education & Career Mental Health Services 	<ul style="list-style-type: none"> Traditional High School Placement Ensure Credit Transfer Maintain Affiliations with Home & Family; Hobbies & Recreation; Community & Service; and, Education & Career Track Progress & Growth <i>High School Graduation, Post-Secondary, and Career</i> Mental Health Services

ECAP and the Four Stages of Transition

Pyramid of Transition Intervention



"We can't solve problems by using the same kind of thinking we used when we created them."

— Albert Einstein

MYTAC's Vision for Youth



Maricopa County Education Service Agency

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